

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department/School	Leadership and Interdisciplinary Studies
Prefix: IDS	Number: 310	Title: Integration: Cultural Contexts	Units: <u>3</u>

Course description: **Develops integrative skills to create new understandings, models, products and ideas.**

Is this a cross-listed course?	No	If yes, please identify course(s):
Is this a shared course?	No	If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics?	Yes	
If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.		Chair/Director Initials KE (Required)

Requested designation: Social-Behavioral Sciences–SB **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
 - [Mathematics core courses \(MA\)](#)
 - [Computer/statistics/quantitative applications core courses \(CS\)](#)
 - [Humanities, Arts and Design core courses \(HU\)](#)
 - [Social-Behavioral Sciences core courses \(SB\)](#)
 - [Natural Sciences core courses \(SQ/SG\)](#)
 - [Cultural Diversity in the United States courses \(C\)](#)
 - [Global Awareness courses \(G\)](#)
 - [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

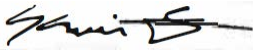
It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name	Dave Wells	E-mail	dave.wells@asu.edu	Phone	602-496-0615
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Department Chair/Director approval: (Required)

Chair/Director name (Typed):	Kevin Ellsworth	Date:	11/02/18
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Chair/Director (Signature):	
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Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA			
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		• Courses with primarily arts, humanities, literary or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training purposes.	
		• Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	General Studies Designation
IDS	310	Cultural Contexts: Immigration from Debate to Reform	SB

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Listed Learning Objectives for course as noted in syllabus--#8 Integrate arguments and evidence across historical, sociological, political and economy perspectives to reach a conclusion on the direction US Immigration policy should take vis a vis Mexico	Page 2
2	Beyond Smoke and Mirrors is written by a Sociologist The New Nativism is by a Political Scientist We Wanted Workers is by an Economist	Page 2
3	Course uses a variety of Social Behavioral Methods. Beyond Smoke and Mirrors employs an historical analysis that emphasizes social groups of sociology, The New Nativism is a content analysis to derive theory based on interviews with people involved in California's Prop. 187. We Wanted Workers uses the empirical, logical, value-focused lens of economists	Page 2
4	Students are specifically asked to reconcile data/arguments made in Beyond Smoke and Mirrors with We Wanted Workers (we also do step work to understand underlying assumptions in how economics works). In both books, students need to interpret graphs that present data--and discussions include those graphs or others brought in that relate to it to deepen skills	Modules 2-5 and 13 to 14 are some examples, see Calendar pp. 9-10

Catalog Description

IDS 310 Integration: Cultural Contexts

This course explores how the practice of integrating knowledge, skills and perspectives from multiple sources can be used to better understand cultural diversity in contemporary U.S. society.

IDS 310 Integration: Cultural Contexts

TOPIC: Immigration from debate to reform

Note: This course is a permanent course with topics. This is a sample syllabus of the topic, Immigration from Debate to Reform. Topics will vary.

Instructor: Dave Wells, Ph.D.
Office: UCENT 351-Downtown
Phone: (602) 496-0615 (office) / (480) 26-WELLS (google voice)
Email: Dave.Wells@asu.edu
Office Hours: Downtown: T & Th Noon – 2:00 p.m. or by appointment

CATALOG DESCRIPTION

Explores economic, political, psychological, and/or social aspects of relations between and among gender, racial, and/or ethnic groups within the United States using integrative knowledge, theories and skills.

TOPIC DESCRIPTION

This course will thoroughly examine the challenge legally unauthorized (illegal) immigrants place on our society through a variety of disciplinary lenses including history, sociology, economics, and political science. Immigration was one of the significant issues in the past Presidential election and the President has promised to deport criminal aliens, but what criminal activity does that entail? Is there a line that those who have entered the country without legal authorization or overstayed their visas? What has been the result of greater border security? How does NAFTA relate to immigration? How do immigrants impact the economy?

By the end of this course, you'll be an expert on immigration policy, and you'll have also worked on helping envision how the country might move forward to move immigration from an issue of debate to reform.

COURSE OBJECTIVES

The course provides you with a broad interdisciplinary overview of the many issues and complications underlying United States immigration policy, especially with respect to its southern border, so you can become a more critical participant in improving United States immigration policy.

STUDENT LEARNING OUTCOMES

Through required readings, written assignments, and class discussions, students will be able to:

Category	Required Learning Outcomes
Critical Thinking	<ul style="list-style-type: none">- Ask appropriate questions about the nature of knowledge, such as: epistemology, value and relevance, philosophy of science, evidence associated with a claim, believability of expert opinion, use of statistics, bias, reliability, validity, etc.

Knowledge of Multiple Research Methods	<ul style="list-style-type: none"> - Comment on the strengths and weaknesses of various approaches to research / inquiry, and how multiple modes of research serve as tools to solve interdisciplinary questions / issues. - Differentiate between qualitative and quantitative research, and understand some of the different research approaches that are associated with each. - Understand the distinction between primary and secondary research, and the role of existing literature. - Analyze research problem(s) using at least two different perspectives. - Understand that different disciplines use different approaches to inquiry. - Understand how to design and structure an investigation.
Application of Research Methods	<ul style="list-style-type: none"> - Perform primary research. - Analyze and reflect on process and/or results of primary research. - Understand research related ethics.

TOPIC LEARNING OUTCOMES

Through required readings, written assignments, and class discussions, students will be able to:

1. Identify and evaluate integrative knowledge needed for effective cultural relationships
2. Demonstrate competency in applying integrative theories such as creative problem-solving and evidence-based decision making while addressing cultural issues
3. Demonstrate evidence of integrative thinking in relation to cultural application
4. Discuss how immigration laws and enforcement have changed over the last 100 years , specifically the Immigration Act of 1924, the Bracero program, the Immigration and Nationality Act of 1965, and the Immigration and Control Act of 1986.
5. Explain how migration patterns and migration processes have changed as a consequence of enforcement efforts, especially since 1994 with Operation Gatekeeper.
6. Identify some of the means that supporters of more stringent measures against immigrants, especially those who have crossed without legal authorization, justify their position in terms of perceived impacts on society.
7. Discuss and provide evidence to illustrate whether immigrants are net gain or a net cost to society. This may include caveats due to challenges in making such measurements.
8. Integrate arguments and evidence across historical, sociological, political and economic perspectives to reach a conclusion on the direction U.S. immigration policy should take vis a vis Mexico.

REQUIRED TEXTS

Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration by Douglas Massey 978-0871545909 \$15

This book by a well-regarded sociologist explores the history of law and policy on the Mexican border and immigration law and policy more broadly.

Devil's Highway: A True Story by Luis Urea 978-0316010801 \$12

This book chronicles the story of Mexican immigrants from southern Mexico who hire a coyote to cross the border in Arizona in May 2000. We'll get a better understanding of the motivations for immigration and the challenges in crossing the border (which have likely gotten greater since this time). A true story from an acclaimed novelist.

The New Nativism: Proposition 187 and the Debate over Immigration by Robin Jacobson 978-0816650286 \$20

This book by a Political Science professor relies on 33 interviews done with people who supported Prop. 187, an anti-illegal immigrant measure, passed in California by a wide margin in 1994. The book will help us both understand arguments made then but also recognize the overlap with sentiments that continue to exist and helped lead to Donald Trump's victory in the electoral college.

We Wanted Workers: Unraveling the Immigration Narrative by George Borjas 978-0393249019 (\$20 to \$25 depending on where purchased)

This new book by a Harvard economics professor who is an emigre from Cuba uses the lens of economics to examine immigration policy and who immigrates and why as well as how that impacts the wages of those already here.

WEB DELIVERY

Go to <https://myasucourses.asu.edu> (note: no www in web address). The web sites uses your ASURITE UserId and password. The course will appear for you under the "courses" tab. If you've forgotten your ASURITE ID, either call Computer Accounts at (480) 965-1211 or go to <http://www.asu.edu/asurite>.

Assignments

Discussion and Other Assignments 45%

Discussion in the course will take place across two platforms: Blackboard and Perusall. Perusall is a more interactive platform. I will place pdf documents with selections and prompts based on assigned readings. You'll need to respond sufficiently to the prompts to get full credit. Similar processes will occur with blackboard except there will be no pdf document that you'll be interacting with. The discussion platform will provide additional details on what's expected in your responses. Your lowest performance on these assignments will be dropped.

Five Papers 55%

Each of the first four paper are 10% of your grade. The first four focus on specific books in the course, while the last one worth 15% is designed to pull your experience together but to do so in a more cogent manner as it is addressed to a member of Congress as if you were a policy advisor.

Late Policy

Assignments are due at 11:59 p.m. MST on the day due. Discussions and Other Assignments will be eligible for half credit during the module after it is due. Papers will be penalized 2 percent for the first 24 hours and an additional 1 percent for each day it is late. If you expect a paper to be more than one week late, you'll need to make arrangements for your absolute due date and should expect in most cases that its maximum grade would be a C.

LEARNING ENVIRONMENT

The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not. If you notice anyone's postings that are creating issues for you, please feel free to reach out to me, so we can resolve the matter. If I notice something first I may contact you privately, though in some cases may post directly.

GRADES

Are you interested in learning or achievement? As an instructor, I'm interested in your learning—as I'm sure you are, too—there's just a little problem called grades! Do you ever just skip the comments and look at “what you got,” the letter or numerical grade—if so you're looking at the grade, not the learning.

Still worried? Talk to me! Earlier, rather than later, please. Instructor discretion will be used to evaluate students in the gray areas with +/- used as deemed appropriate or a possible C or D, for those below 70 and 60, respectively. I'll follow convention so if you have a 90, your grade will be at least an A-. I won't round up to follow convention, however, so an 89.9 will receive a B+. Your final grade will be assessed both on your percentage earned in the class (your minimum grade) as well as the mastery shown on the papers in the class. Your percentage will increase if you show mastery. The highest of these three approaches will be used to adjust your grade, if they apply in your case. If your paper average is higher than your overall grade, your final grade will be the average of your paper grade and your straight percentage grade. Alternatively, if your median paper grade is higher than your straight percentage grade in the class, then your grade in the class will be the average of your median paper grade and your straight percentage grade. Finally, if your final paper grade is higher than what you did in the class on a straight percentage basis, then your final grade will be one-fourth your final paper grade and three-fourths your straight percentage grade.

Here's the point total criteria:

A+	97%+
A	93%-96.9%
A-	90-91.9%
B+	87-89.9%
B	83%-87%
B-	80-82.9%
C+	76-79.9%
C	70%-75.9%
D	60%-69.9%
E	<59.9%

Grade Disputes: On particular assignments, if you have a concern regarding my evaluation of your work, contact me within 1 week of receiving your assignment back to seek further explanation of the evaluation. Before meeting with me, document using the criteria for the assignment with evidence from your assignment to show me what you believe I overlooked when I evaluated your work.

Academic Integrity

I expect the assignments or exams you submit are your work: the data is real; sources are cited properly, and you don't represent the work or ideas of others as your own. The Rules of Academic Integrity is the university community's standard of honesty and is endorsed by all members of the ASU academic community. It is an essential element of the University's academic credibility. All work in this course must follow ASU & College of Integrated Sciences and Arts Rules of Academic Integrity, which is available on-line at: <https://provost.asu.edu/academic-integrity>.

Plagiarism or cheating in any form will not be tolerated and could result in course failure and possible suspension.

Mental Health

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: eoss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Students with disabilities

ASU endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal education programs and activities.

Disability Accommodations: Qualified students with disabilities who require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** *Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.*

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Post Office Building, Suite 106 (522 N. Central Ave.) DRC staff can also be reached at: 480-965-1234, and at: dpc@asu.edu. Their hours are 8:00 AM to 5:00 PM, Monday through Friday. Eligibility and documentation policies can be viewed at: <https://eoss.asu.edu/drc>.

Downtown Phoenix Campus

Post Office, Suite 201
Phone: 602.496.4321
E-mail: DRCDowntown@asu.edu

Polytechnic Campus

Sutton Hall - Suite 240
Phone: 480.727.1039
E-mail: DRCPoly@asu.edu

Tempe Campus

Matthews Center building, 1st floor
Phone: 480.965.1234
E-mail: DRCTempe@asu.edu

West Campus

University Center Building, Room 130
Phone: 602.543.8145
E-mail: DRCWest@asu.edu

Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at students.asu.edu/srr/code and the ACD 125: Computer, Internet, and Electronic Communications available at asu.edu/aad/manuals/acd/acd125.html.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 asu.edu/aad/manuals/ssm/ssm201-10.html. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at sexualviolenceprevention.asu.edu/faqs.

“As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, eoss.asu.edu/counseling, is available if you to wish discuss any concerns confidentially and privately.”

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

EMERGENCIES

Students may find help for dire or personally challenging medical, family, or other personal issues through the **Student Advocacy Services** office. This office provides guidance, resources, and support to students in resolving educational and personal challenges that may impede their academic progress. They can be reached at SS-DPC@asu.edu or by phone at 602.496.1208. If you have a family or personal emergency please first contact the Office of Student Advocacy immediately, before contacting me, so they can provide assistance (<http://campus.asu.edu/downtown/student-advocacy>).

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. The instructor reserves the right to make changes to the syllabus as deemed necessary. Depending on context, that may be after consulting with students. Students will be notified in a timely manner of any syllabus changes via the Announcements section on Blackboard.

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at David.Wells@asu.edu, or the faculty head, Kevin Ellsworth.

Classroom Behavior

We want to build a classroom climate that is comfortable for all. It is important that we (1) display respect for all members of the classroom – including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced by 5% each time you engage in these sorts of behaviors.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02 of the Student Services Manual](#), students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Email Communication

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. *All instructor correspondence will be sent to your ASU email account.* For help with your email go to: MyASU > Service > Live Chat OR New Ticket.

Prohibition of Commercial Notetaking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Final Thoughts

Let's have fun, respect each other by helping rather than interfering with classroom learning, and do our best to recognize that everyone has a life outside of class.

College can be stressful---so if you're facing challenges, please contact me earlier rather than later about potential accommodations and/or see some of our professionals who can be of assistance, such as Counseling and Consultation, <http://students.asu.edu/counseling>. If religious observances or an official ASU activity conflict with anything I've scheduled, please make me aware of this as soon as possible, so we can make appropriate accommodations for you.

ANTICIPATED SCHEDULE (SUBJECT TO CHANGE)				
Module	Dates	Focus	Readings/ Video	DUE -more details at module
1	Aug. 17-24	Exploring Personal Connections to Immigration	Videos at Course web site	<i>Introduction and Immigration background discussion</i> <i>Interview someone on their views on unauthorized (illegal) immigration</i> <i>Watch Video of an immigrant's story</i>
2	Aug. 24-31	Background on Immigration and Border Law-Principles of Operation	Smoke and Mirrors, chapters 1 and 2	<i>Discussion of reading</i>
3	Aug. 31- Sept. 7	Background on Immigration and Border Law-Principles of Operation-History through 1985	Smoke and Mirrors, chapters 3 and 4	<i>Video lecture on questions from prior discussion (if necessary)</i> <i>Discussion of reading</i>
4	Sept. 7-14	The current immigration situation since 1986	Smoke and Mirrors, chapters 5 and 6 Video: Arizona Border Tour	<i>Video lecture on questions from prior discussion (if necessary)</i> <i>Discussion of reading</i> <i>Case and When Visa Being Processed</i> <i>Discussion of current law</i>

ANTICIPATED SCHEDULE (SUBJECT TO CHANGE)				
Module	Dates	Focus	Readings/ Video	DUE -more details at module
5	Sept. 14-18	Summary Analysis of Beyond Smoke and Mirrors		<i>Video lecture on questions from prior discussion (if necessary)</i> <i>Paper Due Sept. 18</i>
6	Sept. 18-28	Border Crossing	The Devil's Highway Video: Crossing Arizona	<i>Discussions of chapters and links to video</i>
7	Sept. 28- Oct. 2	Where does The Devil's Highway Take You?		<i>Paper due Oct. 2</i>
8	Oct. 2- 12	New Nativism: Exploring the views of those opposed to unauthorized (illegal) immigrants: Race and Crime	New Nativism, Ch 1: Bridging Race (Method and Bridging Race: A Preview Sections only), Ch. 2 and Ch. 3	<i>Discussion of reading</i>
9	Oct. 12-19	New Nativism: Exploring the views of those most opposed to unauthorized (illegal) immigrants: Economic Dependency and Lack of Assimilation	New Nativism, Ch. 4 and Ch. 5 Contemporary Views	<i>Video lecture on questions from prior discussion (if necessary)</i> <i>Discussion of reading</i>
10	Oct. 19-23	New Nativism Today		<i>Video lecture on questions from prior discussion (if necessary)</i> <i>Paper due Oct. 23</i>
11	Oct. 23-26	Re-examining Integration	Approaching the Interdisciplinary Process (Wells)	<i>Reading Quiz</i> <i>Discussion of reading</i> <i>What tensions have we uncovered so far?</i>
12	Oct. 26- Nov. 2	An Economic View of Immigration (Who immigrates-theory and reality)	We Wanted Workers, ch. 3-4	<i>Discussion of reading</i>

ANTICIPATED SCHEDULE <i>(SUBJECT TO CHANGE)</i>				
Module	Dates	Focus	Readings/ Video	DUE -more details at module
13	Nov. 2- Nov. 9	An Economic View: Benefits and Costs of Immigration	We Wanted Workers, ch. 7-ch. 9 Competing Economic Views	<i>Video lecture on questions from prior discussion (if necessary)</i> <i>Discussion of reading</i>
14	Nov. 9-13	Assessing the Role of Economics and what are you struggling with?		<i>Video lecture on questions from prior discussion (if necessary)</i> <i>Paper Due Nov. 13</i>
15	Nov. 13-22	Key Issues or Challenges	Added Perspectives and Views	<i>Discussion of course issues and added perspectives</i>
<i>Thanksgiving Break</i>				
16	Nov. 27-30	Final Paper Development		<i>Discussions of Key Issues or Challenges from the different disciplinary perspectives in the course and your own processing</i>
Final	Dec. 1-4	Integrative Memo to Congress member on what immigration reform should look like or Community leader whose view differs from you or could assist you in opening up a productive dialogue		<i>Submit via Blackboard (and if desired actually send it to them)</i> <i>Due Dec. 4</i>

Required Readings and Textbook Table of Contents

Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration by
Douglas Massey 978-0871545909

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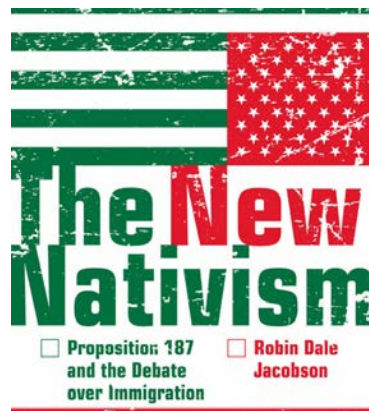
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